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ABSTRACT

This combined teacher/student instructional manual is part of a life skills curriculum which focuses on development of practical skills to improve employment success of high school students with mild mental retardation. An introductory section describes the program. The program's focus is on group and individual instruction in such areas as taxes, banking, applications, forms, computer data entry, driver's education, want ads, the use of tools, budgets, work attitudes and habits, and job interviews. Academic and job skills are constantly integrated. Weekly field trips provide students with hands-on training. An outline of the curriculum for students with educable mental retardation covers the following areas: study skills, vocabulary development, written expression, computation, mathematics for practical use, social awareness, development of recreational and physical skills, career orientation, career preparation, career implementation, consumer education, social environments, the United States government, and general knowledge. The manual itself explains the program's philosophies, offers guidelines for using the program, and presents nine sample lesson plans: (1) writing a check, (2) reading want ads, (3) shopping for food, (4) preparing income taxes, (5) using coupons, (6) completing applications and forms, (7) budgeting, (8) using a time-clock, and (9) using clothing labels. Suggestions for the field trip program are also offered, as is a list of publishers. (DB)

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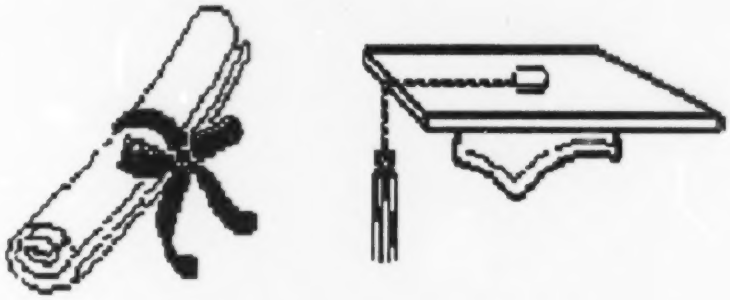
LIFE SKILLS ACROSS THE CURRICULUM



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COMBINED TEACHER/STUDENT MANUAL

By DAVID HEGNER

NEWTON, NEW JERSEY

EC 303367

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New Jersey Governor's Teacher Grant Program - 1989
New Jersey State Department of Education

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LIFE SKILLS ACROSS THE CURRICULUM

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1989 Governor's Teacher Grant Program
New Jersey Department of Education
Dr. John Ellis, Commissioner
Jim Florio, Governor

SPECIAL THANKS TO:

The Newton Board of Education

Dr. Judith Ferguson - Superintendent of Schools

and finally to John Frank, Principal, Newton High School, who allowed me the academic freedom to develop this program.

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TEACHER MANUAL

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NOTES TO THE TEACHER

Welcome to Life Skills Across the Curriculum! I congratulate you for reaching out for new ideas and new methods for your students.

The main focus of this program is to provide practical skills that students will need in order to be successful after graduation. Every instructional class period, disciplinary action, class rule, and classroom discussion revolve around practical survival skills. The students that I have need massive quantities of repetition in order for learning of a skill to take place. This program allows you to accomplish this task without the boredom that might be associated with continued repetition.

Since it would be impossible to cover all of the required skills in one year, I look upon this as a four- or five-year program. It is easier to establish a progression of skills as a continuum rather than a series of isolated, year-long curriculum units. This approach allows for individualized growth without time constraints.

In today's educational climate, one of our biggest problems is the lack of a realistic view of our students' futures. Are we really preparing our students for the future? Are we giving them the skills necessary to meet the demands which a complex society will make upon them? Or are

we just fulfilling their graduation requirements? How long will we continue to give our high school Special Education students useless information? High school will be the last chance for many students to gain the practical skills necessary for their survival after graduation. Adoption of this curriculum will be your first step towards the goal of providing your students with these important skills.

What follows is a combined teacher/student booklet. The Teacher Manual further describes the program and includes my curriculum. The student booklet includes sample lessons and activities that will give you a feeling for the program.

Good Luck to you and your students!

INTRODUCTION/OVERVIEW

Life Skills Across the Curriculum is a program of instruction which has as it's goal the training and preparation of Secondary Educable Mentally Retarded students for employment. This curriculum can also be adapted for any classified student at the high school level.

Every curriculum and Special Education program needs a direction or a philosophy. Students need a direction. At the high school, we are frequently the last stop in their educational program. If the students do no learn it from us, they probably will not learn it. It is essential that we begin to weed out unnecessary subjects. Those items should be discarded. We must present a unified, whole curriculum. To do anything less, I believe, would be to send a student out into the world after high school without the skills necessary for success in life. Every activity that we do, be it in the classroom discussion, field trip, discipline, or instruction, involves practical life skills. Everything is related back to the survival skills necessary for life after high school.

The focus of the program is on group and individual instruction in such areas as taxes, banking, applications, forms, computer data entry, driver's education, want-ads, the use of tools, budgets, work attitudes and habits, and job

interviews. All instruction is based upon these practical skill areas. For example, spelling words are taken from job application forms; math lessons use budgets; reading lessons use newspapers; ditto sheets are taken from checkbooks. All discipline is related to future job performance. If a student is late to class, he/she is asked what repercussions similar behavior might have on the job. If someone forgets to use the time-clock, a lesson is created showing how a paycheck would be affected by such forgetfulness. Mentally retarded students need massive amounts of repetition and practice in order for a skill to be learned. By constantly using the same recurring theme -- practical life skills --the student receives a consistent program all oriented toward one goal at the end of their high school career. Our classified high school students need this consistency and continuity.

DESCRIPTION

This program was begun in 1978 when it was found that more and more of our Special Education students were in need of skills that were just not available in any of our regular academic classes. They needed skills that would apply beyond their high school years, skills that would be needed for the rest of their lives.

Every lesson is based upon practical skills. What follows is a brief rundown of a typical daily schedule. I think you will be able to get the flow of the program from this description.

From the moment a student enters my room, practical life skills are emphasized everywhere and for every situation. Students must sign in using a time-clock. This is a typical function on any job. Class announcements are next. These cover a variety of subjects and areas including current events. It is important for students to keep current so that they will be able to fit into conversations and discussions at their place of employment.

Subject areas are again based upon practical skill areas. Math class covers the basic math skills, money, time, calculators, computers, banking, checking, and income taxes. Some would say that this is a bit much for Educable Mentally Retarded students. I believe it is important to instruct my

students in all of these areas since the students will have to face these items in the future in some capacity. This exposure is critical so that these areas will not seem alien to them in the future. English is geared to similar practical skill areas: driver's education, applications, forms, newspapers, want-ads, interview skills, job attitudes, and other common daily usage situations. Spelling words are taken from these experiential lessons to mesh the test with the instruction.

Students are also faced with the reality of mainstreaming. They go to a variety of regular classrooms throughout the building where they learn other important practical life skills. This curriculum emphasizes the skills necessary to be successful in these classes and to survive after high school. These skills include punctuality, completing assignments, proper dress, grooming, interpersonal relations, and social skills.

Discipline is based upon the philosophy of the curriculum. A student tardy to class is taught that tardiness is unacceptable in the workplace. Someone who tries to eat candy in class is reminded that this would not be tolerated in the working world. It brings a sense of realism to your discipline system rather than confrontation.

An important feature of this program is the

multi-sensory approach. By mixing the media, your presentations remain new and exciting. This allows you to present the same material in different forms so that the students will not be driven to boredom. I use books, workbooks, worksheets, computers, VCR, filmstrip projectors, tape recorders, and the overhead projector.

A unique feature of this program is the weekly field trip. I have worked out a mutual benefit arrangement with a local Y.M.C.A. camp. They love to have us because we do work they just can't get to, and it is of great benefit to my students' education. Any camp or park will be glad to have you. There is plenty of work for you to do. My class goes one day a week for the whole day. We engage in different activities. These are not make-work projects, but skill areas that are meaningful. We have built a dam and bridges, cleared trails, marked ski trails, transplanted trees, and so on. A few phone calls or visits around your area are all that is necessary for you to get started. See if any other staff members know of a place to contact. Look in the phone book. Be creative! It is easy to arrange and allows the students to use real tools on real jobs. It teaches cooperation, responsibility, and appropriate behavior on the job site. This is practical education at its best! Finally, it also allows us some recreational activities: hiking,

fishing, games, sledding, and skiing. Recreation teaches the students to have fun, to know what to do in their spare time -- a skill that we sometimes overlook.

Every aspect of my program, be it classroom instruction, homework, tests, announcements, field trips, discipline, conferences, or recreation has its basis in practical life skills. All parts of my program are interconnected and relevant to the students' future needs.

HOW TO GET STARTED

The most difficult task in any project is finding a starting point. Sometimes it is hard to find the motivation to begin. Your motivation here is the effective instruction of mentally retarded students whom we must send into the world prepared to survive.

When I first started teaching, I had no curriculum, a few books and no equipment. I used the books at hand for the first few years, then I begged, borrowed, and yes, even stole! After those few years, I began to realize that something was missing. I was teaching the materials that were readily available, not what the students needed. This is your starting point: **WHAT DO YOUR STUDENTS NEED TO SURVIVE AFTER HIGH SCHOOL?**

After you have answered that question -- and the answer may vary from locale to locale -- the next task is to find materials. It has taken me years to find good quality materials. The task in never-ending. I am constantly adding new items and discarding outdated items. A method that I found successful for discovering appropriate materials is the visit to other classrooms in other schools. Ask your administrator if you can visits a neighboring school to see their program and materials. Sign up with your administrator to make a Middle States visitation. Three days in another

district can be most informative. There is a lot of work involved, but in exchange you have the opportunity to see new programs and new materials firsthand. Investigate. Go to conferences, workshops, and curriculum meetings. Keep asking for catalogs. Somewhere in your building are magazines which advertise new materials. Ask your administrator or librarian to save their copies for you. Contact local utilities, government offices, large corporations. Many offer materials for use in the classroom. You will reject a great deal before you find what is appropriate for your students, so keep looking. If your adopt the philosophy of this program and gather appropriate materials, the basis for the program will be in place.

SUMMARY

It is important to think of this curriculum as a five- or six-year program. Every aspect of the program must be geared towards practical job and survival skills. It is important to be thinking of the skills necessary for the students to survive when they are out of high school. Don't teach philosophical or abstract concepts. Only teach the skills necessary for their success. Your curriculum needs to be reworked and restructured to accommodate these skills. Use a multi-sensory approach. It will keep the students interested. Look for a place for a field trip. Be creative! This program will take commitment on your part. You will always be revising and moving ahead. This takes constant work and planning. The average graduation rate across the country for Mentally Retarded students is about 50%. With this program, my graduation rate is about 95%. We must prepare our students to be successful, productive citizens after high school. If we do any less, we have not fulfilled their needs.

EDUCABLE MENTALLY RETARDED CURRICULUM

I. Study Skills
   A. Alphabetize
      1. Alphabetize by the first letter
      2. Alphabetize by the second letter
   B. Use a dictionary
      1. Locate words by guide words
      2. Find appropriate meaning of a given word
      3. Use pronunciation key
      4. Identify abbreviations for parts of speech
   C. Identify parts of a book
      1. Use table of contents
      2. Locate title page
      3. Use index
      4. Use a glossary
      5. Use a bibliography
   D. Use reference materials appropriately
      1. Use an encyclopedia
      2. Use an atlas
      3. Use newspapers and magazines
      4. Use audio visual materials
      5. Use computers

II. Vocabulary Development
   A. Recognize sight vocabulary
   B. Recognize safety words, common signs, and symbols
   C. Use synonyms for common words
   D. Use antonyms for common words
   E. Use homonyms appropriately
   F. Understand the concept of analogies

III. Written Expression
   A. Demonstrate legible handwriting
      1. Write manuscript letters appropriately
      2. Write cursive letters appropriately
      3. Space letters/words properly
      4. Use their own signature
   B. Composition
      1. Properly use a topic sentence
   C. Demonstrate functional and creative writing
      1. Write a note
      2. Write a friendly letter
      3. Write an outline
      4. Take notes
      5. Write a simple narrative

6. Write an essay
7. Write a report
8. Write a poem, play, news article, etc.

D. Proof read and redraft written work

IV. Computation

A. Count by sets
1. Skip count on a number line
2. Count by 10
3. Count by 2
4. Count by 5

B. Add
1. Understand addition is an operation of putting numbers together to get a total
2. Write total after counting objects
3. Add using manipulatives
4. Add using abstract symbols
5. Add two-digit numbers with regrouping
6. Multiply two digit numbers with regrouping
7. Add vertically and horizontally
8. Understand zero

C. Subtract
1. Understand subtraction is the operation of deducting one number from another
2. Understand that subtraction is the opposite of addition
3. Subtract using manipulatives
4. Subtract using abstract symbols
5. Subtract two-digit numbers with regrouping
6. Subtract multiple-digit numbers with regrouping
7. Subtract vertically and horizontally

D. Multiply
1. Understand multiplication is a shortened version for addition
2. Multiply by whole numbers using manipulatives
3. Multiply by one-digit with regrouping
4. Multiply by two or more digit multipliers

E. Divide
1. Understand that division is a separation of numbers in to equal groups
2. Understand that division is the opposite of multiplication
3. Divide with divisor using manipulatives
4. Divide using abstract symbols
5. Divide two digit numbers with remainder
6. Divide multiple digits with two or more

digit divisors
7. Divide using three different division symbols
8. Other

F. Fractions
1. Understand that a fraction is a part of a whole
2. Divide a whole in fractional parts
3. Understand equivalent fractions
4. Reduce fractions to lowest terms
5. Convert fractions
6. Find least common denominator
7. Add fractions
   a. Like denominators
   b. Unlike denominators
8. Subtract fractions
   a. Like denominators
   b. Unlike denominators
   c. From whole numbers
   d. Using regrouping
9. Multiply fractions
   a. Fractions and whole numbers
   b. Mixed number by fraction
   c. Mixed numbers by mixed numbers
10. Divide fractions
   a. Fractions by whole number
   b. Whole number by fraction

V. Mathematics for Practical Use

A. Money
1. Name coins and values
2. Read coin values (eq. $.01 - 1 cent)
3. Identify bills and their value
4. Read bill values $1; $5; $10; $20
5. Identify coin equivalency
6. Combine coins
7. Make change
8. Estimate money needed for a purchase 9. Recognize when change is due

B. Time
1. Recognize parts of a clock (standard and digital)
2. Tell time and set time
   a. Hour
   b. Half-hour
   c. Quarter-hour
   d. Minutes
3. Understand time equivalents

4. Convert time
    a. Seconds to minutes
    b. Minutes to hours
    c. Hours to days
5. Explain time terminology
    a. A.M. and P.M.
    b. Morning, noon, afternoon, evening, midnight
    c. Quarter after and quarter of, half-past

C. Calendar
1. Name days of the week in sequence
2. Name months of the year in sequence
3. Convert time - days to weeks, etc.
4. Can read and write calendar words in sequence
5. Write complete date
6. Explain calendar terminology
    a. Holiday
    b. Week-end

D. Measurement
1. Linear measurement
    a. Identify linear measurement instrument
    b. Measure to nearest unit (inches, centimeters)
    c. Measure to fractional units
    d. Estimate measurements
2. Liquid measurement
    a. Identify liquid measurement units (cup, pint, quart, gallon)
    b. Measure liquid units
3. Dry measurement
    a. Identify dry measurements
    b. Measure dry units (teaspoon, tablespoon, ounce, cups, pounds)
4. Recognize thermometer
    a. Read Fahrenheit
    b. Read centigrade
    c. Identify freezing
    d. Identify boiling
    e. Identify normal body temperature

E. Word problems
1. Determine information necessary to solve a problem
2. Determine what operation is necessary to solve the problem
3. Write an equation
4. Compute the equation
5. Relate answers to the context of the problem

6. Compute problems with more than one operation

F. Use of mathematical machines
   1. Calculator
   2. Adding machine
   3. Computer

VI. Social Awareness
   A. Understand feelings
      1. Identify emotions in self and others
      2. Demonstrate self control in group situation
      3. Appropriately express feelings in given situation
      4. Develop appropriate coping mechanisms for dealing with frustration and stress
   B. Develop inter-personal relationships
      1. Considerate of others' needs
      2. Demonstrates common courtesies
      3. Understands importance of working with others
   C. Develop independent behavior
      1. Demonstrate ability to make decisions
      2. Demonstrate ability to recognize authority figures
      3. Exhibit personal responsibility
      4. Develop factors which induce self-motivation
   D. Make choices and understand consequences both intrinsically and extrinsically

VII. Development of Recreational and Physical Skills
   A. Incorporate students into regular physical education programs
   B. Use of recreational facilities
   C. Encourage participation in A.R.C. recreational activities
   D. Various weekly field trips

VIII. Career Orientation
   A. Understanding one's self as:
      1. Individual
      2. Family
      3. Group
      4. Community
   B. Establish feeling
      1. In relation to individual
      2. In relation to family
      3. In relation to group
      4. In relation to community

C. Develop career awareness through
   1. Pride in his work
   2. Understanding personal hygiene
   3. Understanding of safety rules
   4. Participation in group activities
   5. Understanding of limitations both individual and of others
   6. Field trips related to self
   7. Relate academic skills to specific career
   8. Relate hands-on skills to specific career
   9. Job qualifications

IX. Career Preparation
   A. Identify sources for finding a job
      1. Use newspaper
      2. Use employment office
      3. Use job leads
      4. Use necessary papers
      5. Use contacts
      6. Use local community agencies
      7. Use of telephone
      8. Use of mail system
   B. Properly apply for a job by:
      1. Having acquired basic academic skills
      2. Having Social Security card
      3. Knowing information necessary for completing a job application
      4. Being able to apply by formal letter
   C. Demonstrate appropriate interview techniques by:
      1. Physically preparing themselves
      2. Familiarizing themselves with job qualifications
      3. Acquiring actual interview techniques through role playing

X. Career Implementation
   A. Familiarize himself/herself with the laws for employment as the pertain to the following
      1. Minimum wage
      2. Child labor
      3. Working papers
      4. Social Security system
      5. Labor unions
      6. Equal opportunity
      7. Handicapped regulations
      8. All forms of benefits
      9. Unemployment
   B. Familiarize himself/herself with job terminology
      1. Hourly wages

2. Salary
3. Overtime
4. Piece work
5. Payroll deductions
6. Pay periods
7. Bonuses

C. Understand job regulations
1. Use time clock
2. Understand need for being on time
3. Required hours
4. Work breaks
5. Sick leave
6. Vacation leave

D. Understand job attitudes
1. Work is necessary
2. Demonstrate positive attitude
3. Is willing to accept responsibility
4. Uses time wisely
5. Virtues of honesty and dependability
6. Can accept constructive criticism
7. Shows initiative and leadership
8. Importance of job incentive
9. Shows initiative
10. Good peer/supervisor relationships
11. Concentrates and completes tasks
12. Can ask for assistance
13. Takes pride in his work

XI. Consumer Education

A. Budget money earned:
1. For taxes
2. For rent
3. For fixed household expenses
4. For clothing
5. For entertainment
6. For savings
7. For transportation

B. Understand methods of handling money:
1. Cash
2. Checking account
3. Money orders
4. Credit cards
5. Charge accounts
6. Cost of credit
7. Percentages and monthly charges
8. Layaway
9. Installment buying
10. Income taxes

C. Buying practices

1. Can be selective in finding a good value for his money
2. Understand the implications of buying the produce
3. Can understand sales and advertising
4. Can understand use of discounts
5. Can understand the use of coupons and rebates
6. Can separate truth from gimmicks
7. Know his/her recourse if he/she has been cheated
8. Can separate generic from brand names
9. Can determine quality through comparison shopping

D. Independent living skills
   1. Aware of the responsibilities for securing the following
      a. Shelter
      b. Food
      c. Health
      d. Clothing
      e. Insurance
      f. Transportation
      g. Leisure activities
      h. Future planning

XII. Social Environments
   A. Provide information about their community:
      1. Name their town
      2. Locate their town
      3. Identify and explain town government
      4. Aware of community heritage
      5. Aware of resources and traditions of the community
      6. Develop awareness of civic responsibilities
   B. Provide information about their county
      1. Name their county
      2. Locate their county
      3. Identify and explain county government
      4. Aware of county heritage
      5. Aware of resources and traditions of the county
      6. Develop awareness of county responsibilities
   C. Provide information of their state
      1. Name their state
      2. Locate their state
      3. Identify and explain state government
      4. Aware of state heritage

5. Aware of resources and traditions of their state
6. Develop awareness of state responsibilities

D. Provide information about their country
1. Name their country
2. Locate their country
3. Identify and explain federal government
4. Aware of resources and traditions of their country
5. Aware of their country's heritage
6. Develop awareness of federal responsibilities

E. Provide information about continents
1. Name continents
2. Locate continents
3. Locate bodies of water
4. Map skills to provide geographic information

F. Provide information about the world
1. Name countries
2. Locate countries
3. List different governments
4. Identify different governments
5. Explain different governments
6. Understand time in relation to geographic location
7. Explain cultural and ethnic contributions/traditions
8. Explain holidays
9. Explain geographic importance through map skills
10. Understand contributions of famous historical figures

XIII. United States Government

A. Identify personal responsibilities towards government
1. Understand citizenship requirements
2. Understand rights/responsibilities/ privileges
3. Develop awareness of different government services

B. Understand voting procedures
1. Primaries
2. Platforms
3. Qualifications
4. Mechanics

C. Understands system of taxation

XIV. General Knowledge

A. Identify and use the following community services
   1. Fire department
   2. Police department
   3. Post office
   4. Utilities
   5. Banking
   6. Legal
   7. Social
   8. Vocational
   9. Health
   10. Religious

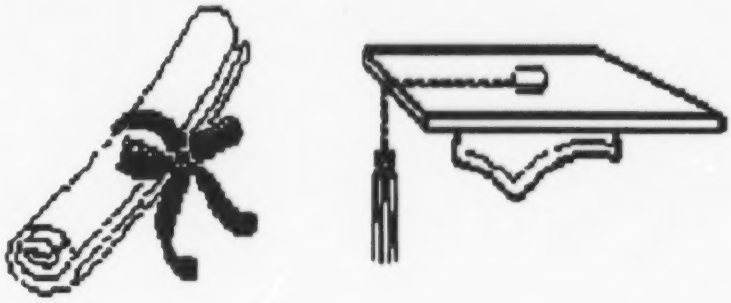
B. Demonstrate an awareness of the following forms of transportation and their rules
   1. Pedestrian
   2. Bicycle
   3. Motor vehicles

C. Provide information concerning current events
   1. Local
   2. National
   3. International

D. Can relate current event information to:
   1. Self
   2. Historical events
   3. Future events
   4. The difference between truth and propaganda

E. Recognize ecological impact
   1. Identify and describe natural resources
   2. Practice and explain conservation of natural resources

LIFE SKILLS ACROSS THE CURRICULUM



COMBINED TEACHER/STUDENT MANUAL

By DAVID HEGNER

NEWTON, NEW JERSEY

New Jersey Governor's Teacher Grant Program - 1989
New Jersey State Department of Education

STUDENT ACTIVITIES

The following are sample student lesson plans. Included are names and addresses of publishers who print quality life skill materials. The addresses were current as of July 1991.

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INTRODUCTION/PHILOSOPHY

When selecting materials and developing lesson plans to teach Life Skills Across the Curriculum, strive for realism. Do not use plastic money, use real money. We use checkbooks and checks that have the look and feel of a real checkbook. Use application forms from local businesses. A quick trip to the library will get you real tax forms. I use a local newspaper to look at want-ads, not a national one. These examples will bring that necessary sense of realism into your classroom. Please see the appendix for a list of publishers that provide good quality materials.

When dealing with a life skills curriculum, the simpler the better. Most students are not going to college. Most will work on the job or in a workshop. They need the basics for jobs and life survival. When we discuss shopping for food, we cover basic food groups, not exotic ones. When we discuss banking, we cover basic checking and saving accounts. We do not discuss C.D.'s or Rollover I.R.A.'s. We must bring a sense of reality into our classroom and into the lives of the students. A basic understanding of key areas such as job attitudes, work habits, money, banking, applications, budgets, forms, use of tools and related skills in necessary. Cover the basics! Does it make any sense to work day after day to improve an eighteen year old handicapped student's

printing skills because he can't quite make perfect letters? Look around, people have survived and done well in the job with poor writing skills. We must break the pattern of teaching unnecessary skills.

Being at the high school, I view my program as a transition from elementary school to the job. For this reason, we encourage students to remain until they are 21 years old, as allowed by law. For most students this gives me five and sometimes even six years for instruction. It allows me to slowly bring each student up to their maximum potential. The lessons that follow are short and to the point. They allow for presentation in simple easy steps. As the students become more proficient, more complicated steps can be added. Many students can get a good grasp of the content of what is being taught. Others will not, but it is important to teach these skills, so that at least the students will be familiar with the materials. The students may be able to master the materials at a later date if they have some background information.

Our philosophy is simple - all aspects of my classroom are based upon skills necessary for job and life success. Students must be instructed in the areas that are of the maximum use to them. We try to be as practical and reality-based as possible.

HOW TO USE THIS PROGRAM

This curriculum is all-encompassing. We try to include as many subjects and topics as possible. We are constantly on the lookout for new items or additional items to add to the program

A feature of this program that prevents it from becoming boring and tedious is the multisensory approach. Given the fact that I have the same students for five or six years, the same presentation of the same material year after year is just not a practical approach. I use two approaches. First, I rotate topics every other year. For example, I will do banking and checking one year and driver's education the next year. In this way the curriculum will not be a complete repeat every year. If the student remains for five years, they will get a repeat of each subject. Second, I use a multi-media, multi-sensory approach. I use computers, calculators, a VCR, filmstrips, listening tapes, a overhead projector, a video camera, books, workbooks, and worksheets. By using a wide variety of media, I can present the materials over and over again in different forms. The students get the much needed repetition that they need, but presented in a method that is not boring.

SAMPLE LESSONS

In the following section are sample lessons, including a description of the weekly field trip. As you will see, many lessons will take more then one class period. You can easily make a unit of four to five weeks with one topic.

SAMPLE LESSON #1
Writing a check

OBJECTIVE:
Students will be instructed in checkwriting skills

MATERIALS NEEDED:
1. Blank checks - purchased
2. Overhead projector
3. Large blank check on overhead transparency
4. China marker (for overhead)

PROCEDURE:
1. Use an overhead projector to show a large check on the screen.
2. Slowly, one item at a time, fill in the sample check.
3. Pass out the checks to the students.
4. Fill out the sample check on the screen while the students fill in their check.
5. Repeat step four.
6. Have the student fill out a check by themselves.
7. Have a volunteer fill out a check on the overhead while everyone corrects their own check.

SAMPLE LESSON #2:
Reading Want-Ads

OBJECTIVES:
Student will be instructed in reading job advertisements in the newspaper

MATERIALS NEEDED:
1. Local newspaper - make copies of ad section

2. Prepared sheet for each student listing items to find - phone #, job title, address, skills required

PROCEDURE:
1. Introduction - Include what are want-ads, why people use them, and where do you look.

2. Pass out papers and prepared sheet.

3. For an example, use one ad and have everyone fill out the sheet with the needed information.

4. Repeat step three.

5. Have the students select one ad on their own and fill out the sheet.

6. Correct by having the students read their answers aloud.

SAMPLE LESSON #3
Shopping For Food

OBJECTIVES:
Students will be instructed in the skill of comparison shopping

MATERIALS NEEDED:
1. 3 or 4 local food ads from the newspaper

2. Prepared sheet listing items needed, cost, store, and total

PROCEDURE:
1. Assign groups of students to each different store's ad (Try to have each group of equal ability).

2. Have the groups find each item listed on your sheet, the cost and the store name.

3. Add by the total price - students can use a calculator.

4. Review the entire list - item by item - asking each group for their price - point out the differences.

5. Ask for the group totals to determine which store is the cheapest.

6. You may use variations:
   A. How much change would they get from $50.00.
   B. Give each group $75.00 to spend on what the would by.

SAMPLE LESSON #4
Income Taxes

OBJECTIVES:

1. Students will be instructed in filling out the basic income tax forms

2. Students will be instructed of pleas to go for help in filling out the forms

MATERIAL NEEDED:

1. 1040EZ form

2. VCR and TV

3. NJ 1040 form

4. Overhead projector

PROCEDURE:

1. IRS has great materials (see address in list of publishers).

2. Show video for an instruction to taxes.

3. On overhead, fill out tax form - slowly step-by-step.

4. On copies, have students fill out tax forms as you assist.

5. Repeat step four.

6. Have students fill out tax forms using information you give them.

7. Contact local tax service to speak to students.

SAMPLE LESSON #5
Coupons

OBJECTIVES:
Students will be instructed in the use of coupons found in the newspaper

MATERIALS NEEDED:
1. Coupons cup from local papers

2. Prepared sheet listings-item, amount of coupon, store, and expiration date

PROCEDURE: Can be a group or individual lesson.

1. Brief introduction on the purpose of using coupons.

2. Do example for students - list all items on the coupon in the appropriate space on a prepared sheet.

3. Do an example with the students.

4. Hand out coupons and have the students fill out the sheet on their own.

5. Correct and go over the sheet.

SAMPLE LESSON #6
Applications and forms

OBJECTIVES:
Students will be instructed in the filling out of job application forms

MATERIALS NEEDED:
1. Application forms from local stores

2. Fact sheet for student to fill in basic information; name, address, telephone, social security number, date of birth, schools attended, references, etc.

3. Filmstrips on job applications

PROCEDURE:
1. Show filmstrips for introduction/examples.

2. Fill out fact sheet for each student.

3. Use fact sheet to fill out sample job applications.

SAMPLE LESSON #7
Budgets

OBJECTIVES:
Students will learn how to budget their money by filling out a simple budget sheet

MATERIALS NEEDED:
1. Filmstrips on budget

2. Worksheet prepared listing income and expenses; two columns

3. Overhead projector and prepared sheet

PROCEDURE:
1. Show filmstrips for introduction/examples of budgets.

2. Show students an example on the overhead of how to budget - use $800 a month income - what would you spend the money for? What do you have to spend money for?

3. Do example with the students while they fill out their own work sheet.

4. Repeat step three.

5. Have students budget for $825 for one month on their own.

6. Correct and go over.

SAMPLE LESSON #8
Time-Clock

OBJECTIVES:
Students will instructed in the use of a time-clock.

MATERIALS NEEDED:
1. Time clock

2. Time cards

3. Time card holder

PROCEDURE:
1. After installation of the time clock and the time card holder, introduce the purpose and importance of signing in and out on the job.

2. Have students practice using the clock and cards.

3. For a set period of time (3 months, for example), have the students sign in when they first enter your room and sign out when they leave your room for the day. (We use the time clock all year.)

4. Many variations can now be implemented:
   a. Find hours each day.
   b. Find hours for each week.
   c. Figure out pay if each student makes $4.25 an hour.
   d. Figure monthly and yearly pay.
   e. Tie this lesson in with lessons on budgets.

SAMPLE LESSON #9
Clothing Labels

OBJECTIVES:
Students will be instructed in the use of labels to determine size, materials), and washing instructions.

MATERIALS NEEDED:
1. Workbook/worksheet on clothing labels

2. Actual labels from clothes

PROCEDURE: Lesson can deal with many areas

1. Show labels and explain sizes.

2. Show labels and explain materials.

3. Show labels and explain washing instructions.

4. Worksheet to deal with questions about labels can be utilized to check student learning.

5. Have students look at labels of the item of clothing they have on - list on the board and discuss.

6. Workbook - go slowly - step by step.

FIELD TRIP

A unique feature of my program is the one day a week field trip. Where do you look for a place to go? A few phone calls and visitations will do the trick. Ask your colleagues for places they might know. All you need is bus transportation and a few tools. Students bring their own lunch. If your district has vans available, volunteer to get your bus license (the test is easy if you study). The cost will be minimal. We borrow tools from our Agriculture Department, but you can try the maintenance department or bring some tools from home.

We go to the local Y.M.C.A. camp. Any town park, camp, or recreational are will be a good place to go. They are usually undermanned and the work is overwhelming. We trade work for experience - the camp allows me to use their place as a training ground in exchange for the much needed work that we do for them. We concentrate on the proper use of tools, working together, completing tasks, job attitudes, and work habits. I can see the strengths and weaknesses of each student in an on-the-job training situation. We go for a full day throughout the school year. We try to go in all weather conditions. My philosophy is that the students should learn that you have to go to work throughout the year, regardless of the weather. I want to set the example right

from the beginning that work comes first, and that you have to go no matter what the conditions.

Some of the projects that we have completed are: transplanting of trees, landscaping, pruning of shrubs, painting, housekeeping, construction of bridges, and general maintenance. All of these areas are in keeping with the theme of Life Skills Across the Curriculum in that these are all jobs that my students will be capable of doing after high school.

Two unplanned by-product areas which proved as vital to growth as the planned curriculum are recreational activities and "humanness." There is opportunity for recreation at the camp. We ski and go sledding in the winter, hike and use the fields and courts when it is nice, and fish in the lake. Recreation skills are an area that we tend to forget. I have tried to expand the horizons of my students, and showing them different forms of recreation is one way of accomplishing this fact. The last, and sometimes the most neglected area is "humanness." I dress in boots, jeans, old hat and old jacket. This might be the first time that they see their teacher as a person, not a figure in the classroom. They see me as a human, not as an authority. It will bring you closer to your students and will actually enhance your authority. This will only have a positive affect on your dealing with

the students in the classroom. Be creative, look around, and ask around. Any camp will be glad to have you because the work never ends. Go to it!

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